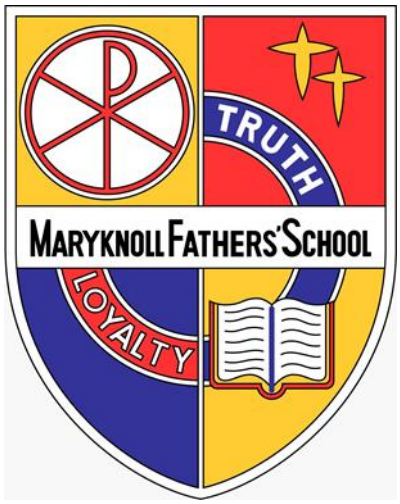


Maryknoll Fathers' School
Annual School Plan

2026/27

School Vision and Mission

School Mission

To enhance students' holistic growth and development in accordance with Christian values.

School Motto

TRUTH and LOYALTY

School Vision

To pursue wisdom and honesty in our search for knowledge. To be loyal and faithful to our country, our society, our family and our school.

Maryknoll Fathers' School

Annual School Plan

2026/27

Major Concerns

1. Cater for learners' diversity – the entire school works together to enable students of all abilities to learn with enhanced motivation and confidence, so as to achieve academic growth.

2. With reference to a comprehensive school-based Whole Person Development Framework in accordance with Catholic values, parents & teachers join forces to nurture students to be all-round individuals with appropriate values, attributes and skills, with special focuses on resilience, perseverance, emotional stability & leadership.

3. Foster a vibrant and supportive school culture by enhancing collaboration among staff and nurturing strong relationships with parents and alumni.

Maryknoll Fathers' School
Annual School Plan 2026/2027

Major Concern 1: Cater for learners' diversity – the entire school works together to enable students of all abilities to learn with enhanced motivation and confidence, so as to achieve academic growth

Feedback and follow-up actions from the previous school year:

1. **Enhancing Consistency and Effectiveness in Differentiated Instruction for Catering to Learners' Diversity**
   Subject panels should further strengthen teachers' understanding of the causes of learners' diversity (LD) and equip them with effective LD strategies for classroom application. Panels should collaboratively refine schemes of work, develop differentiated exemplar tasks, and use assessment data to adjust teaching practices. Clearer learning outcomes, stronger panel moderation, and shared documentation should ensure consistent implementation of differentiated learning across subjects. All teachers should engage in collaborative lesson planning, complete learning packages, and clearly annotate LD adjustments in lesson materials. Teachers should integrate digital tools to enhance student participation and expand tiered assignments in both lessons and assessments. Cross-panel lesson studies, peer observations, and structured sharing sessions should strengthen reflection and build capacity in addressing diverse learning needs. Lesson observations should incorporate reflective dialogue focused on LD strategies. AI-integrated lesson studies should continue, with data collection to evaluate impact on addressing learner diversity. Senior teachers should mentor juniors in LD-focused lesson planning. Time should be allocated for observation preparation, post-observation reflection, and sharing. A shared repository of pedagogical exemplars and LD reflections should be developed. Regular meetings should further strengthen communication and follow-up on LD-focused collaborative exchanges.
2. **Strengthening Targeted Interventions and Monitoring**
   Subject panels should implement targeted support measures so that students across all ability levels achieve significant academic progress. Panels should refine strategies with targeted remedial and elite training and closer progress monitoring especially for the senior form students. Individualised mentoring, star-buddy support, summer training, and language scaffolding should be strengthened to sustain top-tier achievement. Measures should build student confidence through scaffolded tasks, low-stakes success opportunities, and specific positive feedback. Regular elite classes, SRL workshops, and advanced strategy training will boost motivation for high achievers. Targeted small-group tutorials should use diagnostic assessments for personalised planning for revision. Frequent academic data analysis, pre-/post-assessments, and student feedback should enable timely instructional adjustments to support progress. Incentives and refined grouping may boost motivation and attendance across ability levels. Targeted workshops, peer mentoring, and SRL activities for low achievers will improve learning attitudes and ensure less able students make significant progress.
3. **Curriculum and Learning Skills Integration**
   To nurture positive learning habits and a growth mindset, functional groups and panels must collaborate on whole-school approach and form-based progression plans. Low-achievers will receive targeted support through workshops, peer mentoring, and differentiated IT scaffolding to build confidence. Self-regulated learning will be embedded across levels using AI self-correction tools and explicit routines to boost student ownership in learning. To reinforce habits, workshop skills must be systematically integrated into assignments alongside post-activity reflection cycles. Additionally, F.2 service learning should be regularised and refined through data-driven surveys. Ultimately, continuous teacher training and a clear AI policy will ensure consistent skill integration, driving higher student motivation and readiness.
4. **Assessment Data Utilization and Staff Capacity**
   To ensure assessment data are analyzed to feedback on the effectiveness of teaching strategies for further improvement, ADAT should track enhancement class performance for teachers' insights and provide targeted data consultation sessions for subject departments on the use of data to inform teaching strategies. Teachers should be empowered through training on data literacy and structured PIE cycles. By aligning targeted motivation strategies, tailored materials, and focused discussions, departments will be able to directly link data to pedagogies, creating a continuous loop for effectively refining teaching practices.

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Resp. person	Resource Required
1. Teachers have a good understanding of the causes of and strategies to handle learners' diversity (LD) & apply them effectively in classrooms to address students' diverse learning needs.	1.1 Subject panels further review and adjust the schemes of work for the PIE cycle which addresses students' diverse needs.	• Subject panels develop exemplar differentiated tasks based on the adjusted scheme of work and adjust the teaching strategies based on assessment data and effectiveness.	Minutes and SOW of subject panels	8/2026 - 5/2027	All subject heads (SHs)	Internal Human Resources
	1.2 Each subject panel conducts subject-based collaborative lesson planning for each form, with clear annotations on adjustments for diverse learners. At least 2 corresponding learning packages with refinements after post-observation reflections are developed by core subjects and at least one by other subjects. The refined version of the learning packages are shared in common drive.	• Learning packages catering for learner diversity are developed and refined after post-observation reflections. The refined version should be uploaded to common drive. • Cross-departmental lesson observations adopted the learning packages are arranged to strengthen sharing and reflection. • Ss are more confident in learning.	Records of subject-based coll. lesson planning L. packages developed Records of lesson observation	9/2026 – 5/2027	All SHs	
	1.3 Every teacher incorporates differentiated instruction strategies into daily teaching as much as possible, including the use of tiered assignments, flexible grouping, effective questioning (both scaffolding and thought-provoking), and timely, concrete feedback.	• At least one lesson plan that explicitly incorporates is developed by each teacher. • Diverse differentiated instruction strategies are observed in the lessons. • Tiered assignments are developed for each subject across all forms. • Ss are confident in learning & participate actively in the lesson observed.	Lesson plans developed Records of lesson observation SHS	9/2026 – 5/2027	All Ts	
	1.4 Structured Peer Observations with clear focus, thorough preparation & feedback sessions are arranged in each subject panel. Teachers observe peers to share best practices in each term and actively participate in the post-observation discussions.	• Lesson materials and plans will be collaboratively developed to facilitate meaningful professional dialogue and continual improvement. • Sufficient time will be allocated for preparation of lesson observation, post-observation reflection and peer sharing. • Every teacher observes at least one lesson per term focusing on strategies that address learner diversity.	Lesson plans developed Record of lesson observation	9/2026 – 5/2027	L&T, All SHs, All Ts	
	1.5 Teachers engage in ongoing training and reflection. Senior teachers should mentor junior members in professional sharing. Teachers are invited to share successful strategies at Staff Professional Development Day.	• Senior teachers mentor junior members in lesson planning and discussions. • Good practices are shared during collaborative lesson planning or evaluation sessions. • Ts shared successful strategies in Staff Professional Development (SPD) Day	Minutes of Subject panels Records of subj.-based collaborative lesson planning & evaluation of SPD Day	9/2026 – 5/2027	All SHs, PD	

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Resp. person	Resource Required
2. With target support measures, students across all ability levels achieve significant progress in their academic performance.	2.1 Continue to implement the Academic Enhancement Project 'Reaching for Stars, Strengthening Foundations'「摘星強基」to enable students across all ability levels to make significant improvement in their academic performance.	• Comprehensive action plans are developed in junior and senior forms to build a positive learning atmosphere. • Subject panels refine F.4–F.6 strategies, including targeted remedial and elite training and closer progress monitoring. • Students show significant improvement in their learning attitude.	Minutes of subject panels SHS	8/2026 – 5/2027	L&T, All SHs,	Internal Human Resources Financial resources for school-based program.
	2.2 Identify high-potential students capable of achieving top-tier results (5 or above) in DSE. Provide them with adequate support through a multi-pronged approach focusing on academic excellence, psychological resilience, and holistic development. a. Subject panels establish standardised classroom routines & adopt customised implementation strategies, covering advanced enrichment programs, intensive essay-writing, problem-solving for 5/5* questions, and individualized mentoring etc., aiming to maximize students' academic performance.	• High-potential F.5 and F.6 students are identified prior to September. • A tailored support program, featuring regular reviews, is established to address the specific learning needs of selected Ss. • 85% of Ss joining the program show significant improvement in academic results. • A higher percentage of students attain level 5 or above in HKDSE.	Minutes of subject panels Data analysis report	9/2026 – 5/2027	L&T All SHs	
	b. Functional groups continue to provide adequate psychological and motivational support, e.g. stress management skills, high-ordered thinking skills, peer support, relevant SRL skills, growth mindset, etc.	• 85% of Ss joining the program demonstrate application of advanced learning strategies in their coursework, improved coping mechanisms for academic pressure, increased motivation & self-efficacy, & reduced burnout.	Minutes of functional groups Evaluation of each program	9/2026 – 5/2027	Functional Groups	
	2.3 Render further support for the less academically able students, enabling them to achieve their best possible academic results. a. Having a better understanding of the learning difficulties of each individual student, subject departments further arrange structured support classes (e.g. during GAP periods) with adapted teaching strategies to cater for their needs, e.g. providing detailed elaboration on foundation concepts, teaching question tackling techniques, etc.	• Targeted small-group tutorials are implemented by subject panels outside normal lesson time. • 80% of less academically able Ss find the extra support classes helpful in solving their leaning problems. • 70% of less academically able Ss demonstrate notable enhancements in academic performance.	Minutes of subject panels Data analysis report. Student Survey Minutes of functional groups Evaluation of each program	9/2026 – 5/2027	L&T All SHs	
	b. Functional groups provide further support to boost confidence and motivation, e.g. building self-worth, growth mindset, stress management skills, SRL skills, peer support, career and life planning, etc.	• Functional groups enhance growth mindset and motivational support through whole-school strategies and cross-panel cooperation. • 70% of less academically able Ss are more confident in learning. • 70% of less academically able Ss have higher motivation and take the initiative to learn.			Functional Groups	

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Resp. person	Resource Required
3. Students are well-equipped with relevant learning & thinking skills and nurtured with positive learning habits & attitude, enabling them to engage in learning with greater readiness and higher motivation.	3.1 Relevant functional groups conduct workshops or organize relevant activities on relevant thinking skills, learning skills and IT skills for students.	• Workshops on targeted learning skills are organized, incorporating post-activity reflections. • 85% of students find the skills acquired in workshops or activities are applicable to their learning. • Framework of required learning skills is aligned with each subject department and Study Skills & Gifted Education Term.	Evaluation of each activity Student Survey SOW of subject panels	8/2026 – 9/2026	KLA Heads, all SHs	Internal & external Human resources. Financial Resources for outsourcing services.
	3.2 Enhance application of AI tools and ethical awareness regarding AI-generated content to foster students' learning effectiveness	• Formulate and share a school-based guide to using AI in Learning. • Workshops on AI literacy and ethical awareness regarding AI-generated content are organized for students. • 80% of students demonstrate a strong understanding of digital ethics.	AI policy in Subject Panel Handbook Evaluation of each activity Student Survey	9/2026 – 5/2027	Functional Groups, all SHs	
4. Assessment data are analyzed to feedback on the effectiveness of teaching strategies for further improvement.	4.1 With the help of AI-assisted analytics platforms, the Assessment Data Analysis Team (ADAT) produces Data Diagnosis Reports for different subjects within a week after each major assessment, with constructive tiered intervention suggestions (Basis/ Intermediate/ Advanced) to subject departments. 4.2 The ADAT team facilitates regular "Data-to-Practice" workshops with each subject panel to co-construct action plans. 4.3 Subject panels design/refine instructional materials and regrouping strategies based on the recommendations. 4.4 Subject panels submit "Teaching Strategy Adjustment Log" to ADAT for cross-panel sharing.	• Data diagnosis reports are produced within a week for 3 subjects after the Form Test 1, for 6 subjects after the Half-yearly Examination and for all subjects after the Form Test 2 and Final Examination. • "Data-to-Practice" workshops and consultation sessions are successfully conducted for each subject panel at the commencement of the school term and after the half-yearly examination. • 90% of Ts agree that the findings and recommendations provided by the ADAT team effectively inform and improve their teaching strategies and instructional materials. • 90% of Ts utilize the data to refine their teaching strategies and materials.	Data analysis report Evaluation of each activity Teacher Survey Minutes of subject panels	9/2026 – 7/2027	ADAT PD & SHs	Internal Human resources Financial resources for data analysis platform

Major Concern II: With reference to a comprehensive school-based Whole Person Development Framework in accordance with Catholic values, parents & teachers join forces to nurture students to be all-round individuals with appropriate values, attributes and skills, with special focuses on resilience, perseverance, emotional stability & leadership

Feedback and follow-up actions from the previous school year:

1. Holistic Refinement and Alignment of the School-Based Framework with the EDB's Values Education Curriculum Framework (2026)

During the previous school year, all subject panels and functional groups successfully integrated the majority of values, skills, and attributes across our four core competency domains. This comprehensive coverage effectively supported targeted learning and teaching activity design, facilitated rigorous post-activity debriefs, and successfully fostered students' positive values and attitudes through a whole-school approach. Building upon these successful foundations, the school-based SWPD framework will be further enhanced and optimized in close alignment with the EDB's Values Education Curriculum Framework (2026). This strategic synthesis will establish a unified and highly accessible reference, ensuring that the core values, skills, and attributes within our school-based framework remain closely attuned to the distinct developmental needs of our students. Ultimately, these measures—coupled with an updated Checklist for Planning & Evaluation and integrated performance indicators—will ensure that values education remains seamlessly embedded within cross-curricular domains and whole-school programming, precisely fulfilling students' evolving learning and developmental needs while streamlining quality assurance and evaluation processes.

2. Implementing Quantitative and Qualitative Assessment for Student Development

While quantitative and qualitative assessment are essential for evaluating students' development, continuous assessment is necessary to capture growth more accurately over time. The school will strengthen its assessment practices by ensuring that student progress is monitored through both quantitative and qualitative evidence. To improve the depth and reliability of evaluation, more emphasis will be placed on students' work samples and structured reflections, so that assessment captures not only measurable performance but also learning processes, attitudes, and self-improvement.

3. Focusing Support on F1 and F2 Students' Negative Affect and Loneliness

Based on data from APASO and other school-based records, F1 and F2 students require the greatest attention, as indicated by their comparatively lower scores in areas related to negative affect and loneliness. To respond to these needs, the school will place stronger focus on enhancing students' perseverance, resilience, and emotional stability. Pastoral care support and development programmes will be reviewed and strengthened to ensure that activities and debriefs directly target students' emotional wellbeing and coping skills.

4. Strengthening Interdisciplinary Collaboration to Maximize Students' Exposure

To maximize students' exposure to meaningful learning experiences, the school will further strengthen interdisciplinary collaboration between subjects and functional groups in organizing learning activities. By improving coordination and teamwork, programmes can be designed with clearer learning objectives, more effective integration of values and competencies, and more consistent reinforcement across different areas of learning. This collaborative approach helps ensure students receive broader and more coherent experiences that contribute to their holistic development.

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Resp. person	Resource Required
1. Holistic Refinement and Alignment of the School-Based Framework with the EDB's Values Education Curriculum Framework	1.1 Further fine-tune the WPD Framework with the recently released EDB's Values Education Curriculum Framework (2026) 1.2 Conduct sharing sessions in staff meeting and the mentorship program to make sure that all teachers, especially the newly recruited ones, are familiarized with the newly refined SWPD Framework and form-based themes. 1.3 With reference to the refined SWPD Framework and form-based themes, teachers i/c explain clearly to students the structure of the framework and the rationales behind, introduce to them the program of activities, as well as expectations for their proactive participation during their form assembly or OLE sessions.	• Sharing sessions are conducted in staff meetings. • 80% of Ts & Ss express that they found the Framework relevant to the student needs and effective in supporting their growth. • 80% of Ts & Ss agreed that the activities were effectively planned according to the school-based framework and implemented to align with the intended theme and support students' developmental needs.	Scrutiny of documents & Feedback from Ts & Ss (Staff meeting minutes, school-based surveys)	9/2026–5/2027	All Heads	Internal Human Resources
2. Students are cognizant with the framework. They understand the rationale behind and pledge to try their best to live out the values	2.1 Through CT times / OLE sessions, class teachers guide students to set class and individual goals. Students then make a commitment to achieve these goals and complete reflective follow-ups to track their progress. 2.2 Through F2 and F3 form meetings, class teachers and the respective functional heads will continuously monitor students' needs and emotional stability, and provide prompt, appropriate support when relevant concerns are identified.	• Class and individual goals are set, implementation plans devised & progress well monitored. • 85% of class Ts find form meetings useful. • 70% of the F2 and F3 students agreed that the school has provided them with greater support in enhancing positive affect and reducing feelings of loneliness. • Ss set feasible and meaningful goals that align their respective form's theme and individual student profile, with the school's theme for the year.	Feedback Observation from class Ts. Ss' goal setting WS Minutes of Form Meetings		Student Support & Ethos All Class teachers	Internal Human Resources

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Resp. person	Resource Required
3. Students are equipped with the values, attitudes and skills highlighted in the framework. They demonstrate improved resilience, perseverance, emotional stability and leadership	3.1 Drive total alignment across all functional heads by embedding the Whole Person Development Framework directly into their annual strategic plans. Systematically cultivate essential values, attitudes, and skills through robust, layered execution at the class, form, and school-wide levels, ensuring all outcomes strictly fulfil the established checklists. 3.2 Enforce the rigorous use of the Checklist for Planning & Evaluation across all functional groups to design annual action plans. Every proposed activity must explicitly map out, quantify, and target specific core values, attitudes, skills, and future-ready competencies. 3.3 The evaluation shows that their findings aligned with each of the performance indicators and reflected a commitment to striving for the development of the students. 3.4 To enable students to get the most from the activities, all functional heads will execute activities based on the checklist, explaining clearly the objectives prior to the activities, and conduct comprehensive debriefing sessions alongside at least two structured reflection activities for students following the activities. 3.5 Encourage cross-disciplinary collaboration and mandate a rigorous evaluation framework to effectively capture the outcomes of values-based programs. To utilize standardized measurement tools to deliver comprehensive quantitative and qualitative data, fully aligning all evaluations with the Checklist for Planning & Evaluation and the Values Education Curriculum Framework planning form.	● Two cross-disciplinary collaboration co-curricular activities are conducted ● Effective targeted surveys or feedback mechanisms are utilized. ● Both teachers and students perceive an increasing level of support from the school for student development. ● Students show improvement in the following areas: - Resilience - Perseverance - Emotional stability - Leadership ● Updated checklist for planning & evaluation submitted by all Functional Heads clearly indicate the values, attitudes, skills according to the WPD Framework.	Scrutiny of documents (Minutes of Meetings) Gps./Records of activities Ts' feedback SHS ASPSO, KPM17 and School-based Questionnaire	9/2026 – 7/2027	All FHs	Internal Human resources & Financial Resources
	3.6 Class teachers conduct Form Meetings, utilizing lesson plan resources to consistently integrate WPD principles across subjects, and fostering core values and skills through off-campus activities. 3.7 All subject panels incorporate core values and skills into their curricula. Furthermore, at least three subjects have conducted interdisciplinary activities with functional groups, aligned with the values and skills of the SWPD Framework.	● Updated checklist for planning & evaluation, along with planned activities that incorporate core values and skills into lessons or student reflections, is submitted to the WPD Department by each subject panel	Scheme of work. Values Education Curriculum Framework planning form Record of activities	9/2026 – 7/2027	All subject heads	Internal Human Resources & LWL Grant

Major Concern III: Foster a vibrant and supportive school culture by enhancing collaboration among staff and nurturing strong relationships with parents and alumni.

Feedback and follow-up actions from the previous school year:

1. Staff Team Building

Building a cohesive team with a positive culture remains a key priority. While progress has been made, consistency in collaboration and the timely implementation of initiatives can be further strengthened. To nurture trust, respect, and appreciation among staff, the school will adopt a range of strategies: establishing clear action outlines and timelines for project planning, incorporating workshops on empathetic communication, organizing peer appreciation activities during staff development days, and introducing unified channels for information updates to ensure clarity and reduce misunderstandings. These measures aim to create a supportive environment where staff work together with openness, respect, and shared purpose.

2. Parent Partnership

Parent engagement remains a priority, with efforts directed toward making activities more accessible and inclusive. To strengthen participation, the PTA Annual General Meeting will be scheduled ahead of parents' meetings and integrated with sessions for Forms 1–6, allowing for broader dialogue. In addition, parent education initiatives will be introduced to support families in understanding student development and school priorities.

3. Alumni Connection

Senior alumni cohorts continue to be highly active, providing strong support and inspiration for the school community. Engagement among recent graduates is still developing, presenting an opportunity to strengthen connections with this group. To foster broader participation, the school will highlight outstanding alumni contributors through newsletters, reinforcing recognition and inspiration. Targeted outreach campaigns via email and social media will be launched to connect with newer graduates, with the aim of sustaining their involvement and expanding the alumni network.

4. Primary School Linkage

Collaboration with the primary section has mainly been through one-off events, with limited continuity. Moving forward, long-term joint projects and structured programmes will be developed to strengthen curriculum alignment and foster ongoing cooperation. At the same time, the school will broaden its exposure to more primary schools, creating wider opportunities for partnership and ensuring smoother student transitions.

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Resp. person	Resource Required
1. Develop cohesive team spirit among staff through enhancement of mutual trust, respect, appreciation, collaboration and increased transparency in school policy making	1.1 Further cultivate a culture of empowerment and accountability in the school a. Chairpersons use meetings effectively by managing time and discussions while actively seeking, encouraging, and valuing input from all members. b. Members of panels and functional groups are fully aware that they are accountable for their assigned tasks. While appreciating the trust placed in them, they are encouraged to take the initiative to seek clarification when needed, make comprehensive plans, provide regular progress updates, and complete the tasks on time.	• Meetings time effectively used, with sufficient time allotted for fruitful discussion among members. • 80% of staff understand that they are held accountable for the assigned task. They take initiatives to seek clarification when needed, make plan, provide regular progress updates, and complete the tasks on time.	Observation & Meeting Minutes. Appraisal report SHS Teacher Q72, 73	9/2026–7/2027	Whole School	Internal Human resources
	1.2 Cultivate a Positive and Empathetic Culture a. Incorporate training sessions into staff development days that focus on active listening, respectful dialogue, and constructive feedback. This strengthens mutual respect and appreciation among colleagues. b. Express appreciation and thankfulness to colleagues on well accomplished tasks. Publicly acknowledge their efforts by the Management Team during staff meetings, in official circulars, and through campus announcements. c. Lead by Examples: Leaders, including middle managers and General Office staff, model calmness, patience, fairness, and a solution-oriented attitude in problem solving.	• Public acknowledgements of colleagues' contributions appear frequently in staff meetings, newsletters, or bulletin boards • Observable decrease in reported behavioral incidents (arguments, complaints, etc.) and increase in cooperative behaviors • Positive feedback on leadership behavior and school culture, e.g. feeling fairness, respected and supported, etc.	SHS Teacher Q32, 67, 68, 70, 72.	9/2026–7/2027	All subject panels & functional heads	Internal & external human resources (Professional support to be solicited)

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Resp. person	Resource Required
	1.3 Continue to streamline administrative support procedure Faculty and administrative staff keep on working together to develop operational procedures that enable efficient school operations, support student development, and reduce teachers' administrative burdens. 1.4 Addressing students'/parents'/other stakeholders' enquiries/ requests for service. Ensure the General Office is staffed with adequate support to handle student inquiries during peak hours (e.g., recess).	• Clear, efficient and practical operational procedures are worked out by joint-effort of faculty and administrative staff. • Regular meetings and training sessions for all frontline staff provided. Participants find the training useful and are willing to apply what they have learnt in their daily routines. • Staffing of the G.O. reviewed, appropriate actions taken. • Positive feedback on school climate from SHS	Observation & feedback. SHS Teacher Q68, 70 ,73 SHS Student Q28, 29 SHS Parent Q13, 15, 17	9/2026–7/2027	Whole School	Internal Human resources
2. Strengthen partnership with parents	2.1 Maintain consistent communication with parents through "sunshine calls" and regular check-ins to keep them fully informed about the school's major events and activities, while actively encouraging their participation.	• Sunshine calls made. Frequency recorded for review. • Parents recognizes the school's earnestness on dialogues to help student growth. • At least 3 sharing sessions/workshops organized • 85% of parents who attended the sharing sessions/ workshops find the activities informative and meaningful. • Parents have a more positive perception of home-school cooperation	Observation & feedback. Attendance record. SHS Parent Q18-24	9/2026–7/2027	PTA	One-off Grant for Mental Health of Parents and Students & Parent Education (Secondary)
	2.2 Continue to organize talks/ workshops/ informal discussions for parents, with a focus on parent education. Share with them the school's major concerns on T&L and WPD. Explain major strategies and solicit their support to achieve mutual goals.			10/2026–7/2027	PTA	
	2.3 Further strengthen the relationship and collaboration with the PTA Executive Committee by actively involving them in planning and decision-making processes. Empower the committee to take ownership of promoting the school's initiatives within the parent community.			10/2026–7/2027	PTA	

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Resp. person	Resource Required
3. Strengthen bondage with alumni	3.1 Keep on expanding the alumni network to include graduates from all years through multiple outreach channels, with particular emphasis on mobilizing broad participation in the upcoming 70th Anniversary celebrations. 3.2 Launch targeted outreach initiatives through email and social media to engage recent graduates, sustaining their involvement and expanding the alumni network in celebration of the school's 70th Anniversary. 3.3 Highlight outstanding alumni contributors through newsletters, reinforcing recognition and inspiration. 3.4 Keep on conducting more meaningful engagement opportunities through events such as school celebrations, reunions, career panels, and mentoring programs.	• Multiple outreach channels are used to expand the alumni network. • Recent graduates are connected. • Activities thoughtfully designed to reawaken cherished memories. 80% of participants find the activities able to rekindle memories and inspire greater support for their alma mater. • Alumni show greater support to the School.	Feedback from alumni	10/2026–7/2027	AA	Internal Financial Resources
4. Strengthen bondage with the Primary section	4.1 Develop close working relationships with the primary school faculty through collaborative projects that foster mutual understanding and trust, with particular emphasis on joint initiatives contributing to the 70th Anniversary celebrations. 4.2 Actively participate in the primary school's student events to strengthen relationships with parents. 4.3 Expand outreach by inviting more primary schools to join joint projects and co-hosted activities, creating wider partnership opportunities and smoother student transitions.	• Conduct at least 3 joint projects/ functions per year. 80% of primary teachers report improved understanding & increased confidence in the secondary section. • School representative attend at least 3 major primary school events. 50% of surveyed parents from the primary school recognize our school's presence & value with increased positive perception. • Word-of-Mouth Growth: significant increase in referrals from primary teachers and parents.	Feedback from primary school teachers and parents S1 intake statistics	10/2026–7/2027	Publicity & Publications	Internal Human resources

Plan on the Use of Capacity Enhancement Grant in the 2026/27 school year

Name of school: Maryknoll Fathers' School

Our School has read and understands the ground rules and procedures in the utilization of the Capacity Enhancement Grant (CEG). The following plan on the use of the CEG is drawn up after full consultation with teachers:

Item	Details	Time Frame	Budget	Evaluation Criteria (Indicator)	Responsible party
To relieve teachers' workload so that teachers can concentrate on: ☑ Curriculum development ☐ Enhancing students' language proficiency ☐ Coping with learning needs of students ☑ Other (Please specify): Strengthening Values Education through class building	To buy services to enrich S.1 students Other Learning Experiences (OLE) in the following aspect: Chinese Painting, Chinese Dance, Horticulture and Floral Decoration, Japanese Culture, Dodgeball	01/09/2026 to 31/08/2027	$31,900	Participation Rate: Over 80% of S1 students actively participate in the OLE curriculum Student Feedback: Over 70% of students report increased interest and skill development in their chosen activity via post-activity surveys	CSN
To relieve teachers' workload so that teachers can concentrate on: ☑ Curriculum development ☐ Enhancing students' language proficiency ☑ Coping with learning needs of	To employ instructor for Dace Training Course to handle the following tasks: • To enhance students' dance	01/09/2026 to 31/07/2027	$38,000	Participation: Consistent attendance rate of over 90% for training sessions. Performance Quality: Positive feedback from the audience and adjudicators on public performances	CSN

students ☐ Other (Please specify): developing students' positive attitude through coordinating extra-curricular activities	techniques, rhythm, and coordination. • To foster teamwork, discipline, and artistic expression. • To prepare students for inter-school competitions and school performances				
To relieve teachers' workload so that teachers can concentrate on: ☑ Curriculum development ☑ Enhancing students' language proficiency ☑ Coping with learning needs of students ☐ Other (Please specify):	To employ instructors for the enhancement courses for English Language and Chinese Language to handle the following: • To stretch the potential of high-achieving students and deepen their subject knowledge • To strengthen the academic foundation of students needing support and improve their exam results.	01/09/2026 to 31/07/2027	$40,000	Academic Progress: Over 70% of participating students show improvement in their respective subject grades in internal assessments. Student Feedback: Questionnaires indicate that over 80% of students found the courses helpful for their learning	LYK, YCY, LHC
To relieve teachers' workload so	To buy services to	01/07/2027	$3,000	Attendance: Over 90% of S6 students	LHC

that teachers can concentrate on: ☑ Curriculum development ☐ Enhancing students' language proficiency ☑ Coping with learning needs of students ☑ Other (Please specify): Strengthening Life Planning Education	provide a Talk for Life Planning To equip S6 students with information on further studies and career pathways To provide practical guidance for navigating DSE results	to 31/07/2027		attend the talk. Feedback Survey: Over 80% of attendees report that the talk was useful and helped alleviate their anxiety	
To relieve teachers' workload so that teachers can concentrate on: ☑ Curriculum development ☐ Enhancing students' language proficiency ☑ Coping with learning needs of students ☐ Other (Please specify):	To employ instructors for training courses in badminton, basketball, bowling, table tennis, volleyball and football To develop students' sports skills, physical fitness, and sportsmanship	01/09/2026 to 31/08/2027	$105,000	Student Commitment: High attendance and low drop-out rates from the team Skill Improvement: Coach assessments confirm significant improvement in players' skills and tactical understanding Competition Performance: The school team achieves satisfactory results in friendly matches and inter-school competitions	CSP
To relieve teachers' workload so	To employ a part-time	01/09/2026	$25,000	Teacher Feedback & Observation:	CYS

that teachers can concentrate on: ☑ Curriculum development ☐ Enhancing students' language proficiency ☐ Other (Please specify):	Mathematics Teaching Assistant to handle the following duties: • After-school learning activities • Curriculum & Materials Preparation	to 31/08/2027		Teachers and the Principal agree that non-teaching and administrative duties are effectively relieved, allowing more time for teaching preparation. Appraisal: Satisfactory performance evaluation conducted at the end of the term.	
To relieve teachers' workload so that teachers can concentrate on: ☑ Curriculum development ☐ Enhancing students' language proficiency ☑ Other (Please specify): Strengthening Values Education	To employ a part-time Pastoral Care Assistant to handle the following duties: • Spiritual Support & Evangelism • Curriculum & Materials Preparation	01/09/2026 to 31/08/2027	$34,272	Teacher Feedback & Observation: Teachers and the Principal agree that non-teaching and pastoral administrative duties are effectively relieved, allowing more time for teaching preparation. Appraisal: Satisfactory performance evaluation conducted at the end of the term.	YWM
		Total:	$ 277,172		

Enhanced School-based Learning Activities Support Grant (ESLASG) Plan

Plan on the Use of the Enhanced School-based Learning Activities Support Grant

2026/27 School Year

Maryknoll Fathers' School

Part 1：Enhanced School-based Learning Activities Support Grant (ESLASG)

balanced development of students with financial needs, schools should deploy ESLASG to support them in joining diversified activities across the following three categories, including (1) Activities/competitions for broadening students' learning experiences outside the classroom; (2)

Schools are required to upload this "Plan on the Use of the Enhanced School-based Learning Activities Support Grant" endorsed by their Incorporated Management Committees/School Management Committees to the school websites **by the end of November of the current school yea**

(I) Provision of Grant in the Current School Year

Amount	$	251,200.00

(II) Details of Activities

S/N	Activity Name/Objective	Non-local Activity	Proposed Date/ Period	Estimated Number of Participating Students			Estimated Activity Expense	Percentage Share	Evaluation Method(s) (e.g. Observation, questionnaire)	Success Criteria (e.g. Students' learning effectiveness is enhanced)
				Receiving CSSA	Receiving STAS Full-grant	Meeting School-based Criteria as Financially Needy				
(1) Activities/competitions for broadening students' learning experiences outside the classroom (e.g. arts and cultural activities, sports, visits, and outdoor activities)										
Example	*New Sports Taster Class*	*No*	*10/2026-12/2026*	*50*	*50*	*10*	*$ 11,000.00*		*Teacher observations*	*Students' interest in sports increases*
1	*Famine Lunch*	*No*	*10/3/2027*	*7*	*18*	*8*	*$ 704.55*		*Questionnaire*	*Students increased their understanding of Catholic values*
2	*Junior-form Math Logic Training Programme*	*No*	*7/2027*	*7*	*18*	*8*	*$ 2,348.48*		*Questionnaire*	*Students' interest in mathematics increased*
3	*Sha Tau Kok Exploration*	*No*	*7/2027*	*7*	*17*	*7*	*$ 4,227.27*		*Questionnaire*	*Students' understanding of traditional Chinese culture is increased*
4	*Experiential club activities*	*No*	*10/2026-06/2027*	*40*	*100*	*42*	*$ 4,136.36*		*Written report and record*	*Students' learning interest is enhanced*
5	*S1 AI programming Course*	*No*	*11/2026-03/2027*	*7*	*18*	*8*	*$ 5,871.21*		*Questionnaire*	*Students' interest in science increased*
6	*S1 Mirco bit Course*	*No*	*11/2026-03/2027*	*7*	*18*	*8*	*$ 5,871.21*		*Questionnaire*	*Students' interest in science increased*
7	*Science Activity*	*No*	*02/2027-05/2027*	*7*	*18*	*8*	*$ 2,500.00*		*Questionnaire*	*Students' interest in science increased*
8	*Ping Shan Cultural and Heritage Tour*	*No*	*19/11/2027*	*5*	*14*	*5*	*$ 2,363.64*		*Questionnaire*	*Students' understanding of traditional Chinese culture is increased*
9	*Pilgrimage*	*No*	*19/3/2027*	*5*	*14*	*5*	*$ 2,181.82*		*Questionnaire*	*Students increased their understanding of Catholic values*
10	*Arts Education Workshop*	*No*	*5/2027*	*14*	*36*	*16*	*$ 1,250.00*		*Questionnaire*	*Students' interest in arts increased*
11	*Sex Education*	*No*	*11/2026-05/2027*	*26*	*64*	*26*	*$ 2,636.36*		*Questionnaire*	*Students' understanding of physical development and healthy interpersonal relationships are increased*
12	*Mainland/ Overseas sports team training*	*Yes*	*6/2027*	*14*	*34*	*14*	*$ 16,666.67*		*Questionnaire*	*Students' interest in sports increases*
13	*Aesthetic training course*	*No*	*09/2026-06/2027*	*14*	*34*	*14*	*$ 25,291.67*		*Questionnaire*	*Students' appreciation of aesthetics is fostered*

14	*Life Planning Activities*	*No*	*11/2026-05/2027*	*12*	*31*	*12*	*$ 2,291.67*		*Questionnaire*	*Students' understanding of career pathways is increased*
15	*English Language & Culture Tour*	*Yes*	*7/2027*	*4*	*4*	*2*	*$ 40,000.00*		*Questionnaire*	*Students' English language proficiency and interest in English learning are increased*
16	*Marine Conservation & Biodiversity Discovery Day*	*No*	*7/2027*	*7*	*17*	*7*	*$ 28,000.00*		*Questionnaire*	*Students' understanding of marine ecosystems and the importance of biodiversity is increased*
(If there is insufficient space for input, please right-click after selecting the last row and choose "Insert" to add a new row.)										
							Sub-total and Percentage Share:	$ 146,340.91	58.26%	
(2) Activities for raising students' understanding of the community and fostering their personal growth (e.g. community services, self-confidence building, social and communication skills training, leadership training, and mental health activities)										
Example	*Team Leader Training Group*	*No*	*9/2026-12/2026*	*10*	*10*	*5*	*$ 5,000.00*		*Teacher observations, student*	*Students' leadership skills improve*
1	*STREAMpathy*	*No*	*11/2026-05/2027*	*7*	*18*	*8*	*$ 6,250.00*		*Questionnaire*	*Students' understanding of the underprivileged is increased*
2	*Leadership Initiative Program*	*No*	*02/2027-05/2027*	*5*	*14*	*5*	*$ 4,545.45*		*Questionnaire*	*Students' understanding of the underprivileged is increased*
3	*Cheering Camp*	*No*	*07/2027*	*7*	*17*	*7*	*$ 9,393.94*		*Questionnaire*	*Students' self-confidence is enhanced*
4	*Unleash Potential Programme*	*No*	*11/2026-05/2026*	*7*	*18*	*8*	*$ 16,521.59*		*Questionnaire*	*Students' self-confidence is enhanced*
5	*Cheerleading Training Programme*	*No*	*9/2026-10/2026*	*7*	*18*	*8*	*$ 3,522.73*		*Questionnaire*	*Students' social and communication skills is enhanced*
6	*Countryside Learning day*	*No*	*6/11/2026*	*40*	*100*	*42*	*$ 4,595.96*		*Questionnaire*	*Students' social and communication skills is enhanced*
7	*Mental Health programme*	*No*	*3/2027*	7	17	7	*$ 10,000.00*		*Teacher observations*	*Students' capacity for self-care are fostered*
(If there is insufficient space for input, please right-click after selecting the last row and choose "Insert" to add a new row.)										
							Sub-total and Percentage Share:	$ 54,829.67	21.83%	
(3) Activities for enhancing students' learning effectiveness (e.g. tutorial services, study skills training, and language training)										
Example	*Homework Tutorial Class*	*No*	*9/2026-5/2027*	*30*	*30*	*15*	*$ 3,750.00*		*Teacher observations, student*	*Students' learning confidence is enhanced*
1	*English Language & Culture Tour*	*Yes*	*7/2027*	*4*	*4*	*2*	*$ 30,000.00*		*Questionnaire*	*Students' English language proficiency and interest in English learning are increased*
2	*Study skills training workshop*	*No*	*7/2028*	7	17	7	*$ 20,000.00*		*Questionnaire*	*Students' understanding of effective study methodologies is increased*
(If there is insufficient space for input, please right-click after selecting the last row and choose "Insert" to add a new row.)										
							Sub-total and Percentage Share:	$ 50,000.00	19.90%	
							Estimated Activity Expenses and Percentage Share:	$ 251,170.58	99.99%	

(III) Purchasing Materials/Equipment for Supporting Students' Participation in Out-of-classroom Learning Activities (e.g. musical instruments and sports equipment) (Relevant expenditure is capped at 5% of a school's annual ESLASG provision)

S/N	Required Material/Equipment	Estimated Expense	Percentage Share
Example	*Violin (1)*	*$ 800.00*	
1			
2			
(If there is insufficient space for input, please right-click after selecting the last row and choose "Insert" to add a new row.)			
	Estimated Material/Equipment Expenses and Percentage Share:	$ -	0.00%

(IV) Total Estimated Expenses

Amount	$ 251,170.58

Part 2 : School-based Grant (SBG)

Schools should complete this part if there are unspent balances of SBG after the end of the 2025/26 school year.

In accordance with the stipulated principles and requirements on the use of SBG, schools may continue to use the unspent balance in the 2026/27 school year to support students with financial needs in joining after-school learning activities until the end of the 2026/27 school year. For aided schools, caput schools and schools under the Direct Subsidy Scheme, any unspent balance of SBG as at 31 August 2027 should be returned to the Education Bureau according to the annual audited accounts for the 2026/27 school year. For government schools, any unspent balance of SBG will lapse after 31 August 2027.

(I) Unspent Balance for the 2025/26 School Year

Amount	$	119,399.00

(II) Details of Activities

S/N	Activity Name/Objective	Non-local Activity	Proposed Date/ Period	Estimated Number of Participating Students			Estimated Activity Expense	Evaluation Method(s) (e.g. Observation, questionnaire)	Success Criteria (e.g. Students' learning effectiveness is enhanced)
				Receiving CSSA	Receiving STAS Full grant	Meeting School-based Criteria as Financially			
Example	*Beginner Violin Class*	*No*	*10/2026-5/2027*	*2*	*5*	*3*	*$ 15,000.00*	*Teacher observations*	*Students' interest in music increases*
1	PE Sports Teams Training	No	*9/2026-8/2027*	7	17	6	$ 20,000.00	Feedback from coaches and teachers	Students' achievement in competitions
2	After School Tutorial for Core Subjects	No	*11/2026-5/2027*	21	53	36	$ 30,000.00	Results of	assessments
3	Subject Enhancement Courses	No	*10/2026-5/2027*	19	47	35	$ 40,000.00	Results of assessments	assessments
4	Outreach learning programmes for life planning	No	*Jul-27*	12	31	23	$ 30,000.00	Questionnaire	strengths, interests, and potential career paths

(If there is insufficient space for input, please right-click after selecting the last row and choose "Insert" to add a new row.)

Estimated Activity Expenses:	$	120,000.00

(III) Total Estimated Expenses

Amount	$	120,000.00

Details of Staff-in-Charge of the Grants:

Name: _____

Post: _____

Signature of Supervisor/Chairman of School Management Committee: _____

Name of Supervisor/Chairman of School Management Committee: _____

Date: _____

Annual Programme Proposal for

Diversity Learning Grant (DLG) – Other Programmes for the 2026/27 school year

Domain	Programme	Objective(s)	Targets' (No./level/selection criteria)	Duration/ Starting Date	Deliverables	Teacher-in-charge	Budget
Chinese	Creative Writing Workshop	To enhance students' literary creativity and higher-order thinking, enabling them to synthesize insights into sophisticated, original creative writings that transcend standard curriculum boundaries.	All S.5 and S.6 students	1 session in 2nd term	Pre-task and post-activity discussion in normal classroom	Commissioned to an external organization with Chinese Language Department members as coordinators	HKD $2,000 (Fee for the talk)
Chinese	Chinese Enrichment Courses	To stretch students' potential through acquiring domain-specific knowledge beyond the standard senior secondary curriculum and fostering a deeper understanding of the subject matter	15 students from S.4 and 30 students from S.5 nominated by the Chinese Language Department based on academic results, commitments to the subject and the potential in the subject	S5 (2 groups): 10 sessions between November and May S4 (1 group): 8 sessions between March and May	One learning task for each lesson	Commissioned to external tutors with Chinese Language Department members as coordinators	HKD $6,000 (Tutor fee)
Mathematics	Mathematics Olympiad Training Programme	To stretch students' potential with specialized mathematical tools and non-routine problem-solving heuristics, deepening their subject mastery and preparing them to excel in prestigious local and international Mathematics Olympiads.	20 students from S.4 to S.6 nominated by the Mathematics Department based on academic results, commitments to the subject and the potential in the subject	15 sessions starting from September 2026	One learning task for each lesson Participation in Competitions	Commissioned to an external tutor with the Mathematics panel head as the coordinator	HKD $14,000 (Tutor fee and Teaching Resources)

BAFS	BAFS Enrichment Courses	To stretch students' potential through acquiring domain-specific knowledge beyond the standard senior secondary curriculum and fostering a deeper understanding of the subject matter	13 students from S.4 and 16 students from S.5 nominated by the BAFS Department based on academic results, commitments to the subject and the potential in the subject	6 sessions in 2nd term	One learning task for each lesson	Commissioned to an external tutor with the BAFS panel head as the coordinator	HKD $9,000 (Tutor fee and Teaching Resources)
Biology	Biology Enrichment Courses	To stretch students' potential through acquiring domain-specific knowledge beyond the standard senior secondary curriculum and fostering a deeper understanding of the subject matter	20 students from S.4 to S.6 nominated by the Biology Department based on academic results, commitments to the subject and the potential in the subject	10 sessions starting from October 2026	One learning task for each lesson	Biology Department members	HKD $10,000 (Course fee and Teaching Resources)
Economics	Economics Enrichment Courses	To stretch students' potential through acquiring domain-specific knowledge beyond the standard senior secondary curriculum and fostering a deeper understanding of the subject matter	30 students from S.5 studied Economics	10 sessions starting from October 2026	One learning task for each lesson	Economics Department members	HKD $15,000 (Course fee and Teaching Resources)
Geography	Geography Enrichment Courses	To stretch students' potential through acquiring domain-specific knowledge beyond the standard senior secondary curriculum and fostering a deeper understanding of the subject matter	20 students from S.6 nominated by the Geography Department based on academic results, commitments to the subject and the potential in the subject	8 Sessions on Saturday in 1st term and 2nd term	One learning task for each lesson	Commissioned to an external tutor with the Geography panel head as the coordinator	HKD $10,000 (Tutor fee and Teaching Resources)

History	History Courses for Extended Study Skills (essay writing)	To cultivate high-order historical thinking by challenging students to engage in comparative analysis, critical evaluation of historical evidence, and synthesis of diverse perspectives	20 students from S.4 to S.6 nominated by the History Department based on academic results, commitments to the subject and the potential in the subject	2 sessions in the 1st term	One learning task for each lesson	Commissioned to an external tutor with the History panel head as the coordinator	HKD $2,000 (Tutor fee and Teaching Resources)
Visual Arts	Creativity workshops in Visual Arts	To foster students' creativity and spatial-visual thinking, enabling them to translate abstract concepts into their art works	20 students from S.4 and 20 students from S.5 nominated by the Visual Arts Department based on academic results, commitments to the subject and the potential in the subject	3 sessions between Nov and May	Portfolio to be submitted after the workshops	Commissioned to an external tutor with Visual Arts Department Panel Head	HKD $7,000 (Tutor fee)

Life-wide Learning and Sister School Grant Annual Plan

Plan on the Use of the Life-wide Learning and Sister School Grant 2026-2027

May 20

Maryknoll Fathers' School

Schools are required to upload this Plan on the Use of the Life-wide Learning and Sister School Grant endorsed by their SMCs / IMCs to the school website for the sake of enhancing transparency and in accordance with the established practices. Our school will use this Grant in compliance with relevant requirements as stipulated in circulars, guidelines and other documents issued by the EDB. Our school understands that in case of inappropriate use of the Grant, our school should make good relevant expenses by deploying other suitable resources.

^ List of Category of the Activity and Evaluation Method for reference (Schools can select one or more suitable option(s) from the pull-down list): 【School may click on the "−" on the left to hide this part】

[Please click "Enable Content" / "啟用內容" above before completing the template.]

Category of the Activity:	A1 Values Education	A2 Intellectual Development	A3 Community Service	A4 Physical and Aesthetic Development	A5 Career-related Experiences	A6 Patr		
	A7 Digital Education, Artificial Intelligence and STEAM Education		A8 Student Mental Health	A9 Others (Please specify in column L)				
Evaluation Method:	B1 Questionnaire	B2 School Meeting and Discussion	B3 Professional Sharing in Schc	B4 Interview	B5 Observation	B6 Written report and record	B7 Others (Please specify ir	

Category 1: Details of Activities

No.	Name and Description of the Activity	Proposed Date	Objective(s) of the Activity	Target & Estimated Number of Participants (Fill in the estimated number of participants of each type; please indicate "0" if a particular type is not involved)				Estimated Expenses ($)	Name(s) of Mainland sister school(s) (If sister school exchange activity is involved)	Category of the Activity^		Evaluation Method^	
				Students (Please specify levels and number)	Teachers	School Manage-ment	Others (Please specify target and number)			(Select one or more suitable option(s) from the pull-down list)	(If "A9 Others" is chosen, please provide details in this column)	(Select one or more suitable option(s) from the pull-down list)	(If "B7 Others" is chosen, plea se
1.1	Local Activities (including online exchanges)												
1	Leadership Training Workshop	Apr 2027	Learn how to articulate clear goals to motivate team members and resolve conflicts constructively. Develop confidence in public speaking, leading assemblies, hosting promotion days, and pitching ideas to teachers and peers.	S4 & F5, 40	2	0	0	$18,000.00		A2 Intellectual Development		B3 Professional Sharing in School	
2	S1 OLE Curriculum [Guitar & Ukulele/ STREAM Class Microbit / STREAM AI Jesture monitoring]	Nov 2026	The S1 OLE Curriculum is designed as a "taster program". The goal is not to turn students into professional musicians or software engineers in a few weeks, but to build their creative confidence, logical thinking, and technological literacy, allowing them to discover their true passions early in their secondary school life.	S1, 140	12	0	0	$70,350.00		A7 Digital Education, Artificial Intelligence and STEAM Education		B1 Questionnaire	
3	Clubs and Societies Activities	06 Oct 2026	The core objective of Clubs and Societies is to transition students from passive classroom learners into active, self-directed community builders. They provide a safe platform where students learn to manage projects, lead peers, express their unique passions, and practice core civic values.	S1-6, 750	20	0	0	$18,000.00		A2 Intellectual Development		B6 Written report and record	
4	Countryside Learning day	06 Nov 2026	To step away from the high-pressure academic environment to cultivate environmental stewardship and social cohesion. It uses the natural landscape of Hong Kong to teach ecological science, history, and team collaboration in a hands-on, practical setting.	S1-6, 750	All teachers	0	0	$20,000.00		A8 Student Mental Health		B1 Questionnaire	

No.	Name and Description of the Activity	Proposed Date	Objective(s) of the Activity	Target & Estimated Number of Participants (Fill in the estimated number of participants of each type; please indicate "0" if a particular type is not involved)				Estimated Expenses ($)	Name(s) of Mainland sister school(s) (If sister school exchange activity is involved)	Category of the Activity^		Evaluation Method^	
				Students (Please specify levels and number)	Teachers	School Manage-ment	Others (Please specify target and number)			(Select one or more suitable option(s) from the pull-down list)	(If "A9 Others" is chosen, please provide details in this column)	(Select one or more suitable option(s) from the pull-down list)	(If "B7 Others" is chosen, please
5	Social awareness programme	July 2027	To enhance students' awareness on the needs of people in their community	S1-3, 15	1	0	0	$3,000.00		A3 Community Service		B1 Questionnaire	
6	High-order thinking skills course	Feb 2027	To provide opportunities for mid-high achievers to learn different thinking skills	S1-3, 25	2	0	0	$20,000.00		A2 Intellectual Development		B1 Questionnaire	
7	Junior Form Speech and Senior Form Debate Competitions	15 Apr 2027, 27 May 2027	Enhance critical thinking;Respond to exam demands	S1-5, 650	4	0	0	$1,000.00		A2 Intellectual Development		B5 Observation	
8	Chinese Debate Programme	Whole year	Enhance critical thinking;Unleash students' potential	S1-5, 30	2	0	0	$30,000.00		A2 Intellectual Development		B6 Written report and record	
9	ICT related events / activities	July 2027	To foster a positive and competitive learning atmosphere in ICT and Artificial Intelligence (AI) literacy across different forms.	S1-5, 30	3	0	0	$600.00		A7 Digital Education, Artificial Intelligence and STEAM Education		B1 Questionnaire	
10	Prefect Training Camp	July 2027	To equip students with leadership skills	S2-5, 40	2	0	0	$60,000.00		A1 Values Education		B1 Questionnaire	
11	Economics Experiential Learning & Student Enrichment Programme (Applied Economics, E-learning and AI-supported Learning)	Mar 2027	To provide diversified subject-enrichment and experiential learning opportunities for students to apply Economics concepts beyond the textbook, make responsible use of e-learning and AI tools, and strengthen self-regulated learning, collaboration, communication and problem-solving skills.	S4-5, 120	4	0	0	$900.00		A2 Intellectual Development		B1 Questionnaire	

No.	Name and Description of the Activity	Proposed Date	Objective(s) of the Activity	Target & Estimated Number of Participants (Fill in the estimated number of participants of each type; please indicate "0" if a particular type is not involved)				Estimated Expenses ($)	Name(s) of Mainland sister school(s) (If sister school exchange activity is involved)	Category of the Activity^		Evaluation Method^	
				Students (Please specify levels and number)	Teachers	School Manage-ment	Others (Please specify target and number)			(Select one or more suitable option(s) from the pull-down list)	(If "A9 Others" is chosen, please provide details in this column)	(Select one or more suitable option(s) from the pull-down list)	(If "B7 Others" is chosen, please
12	Economics Olympiad Hong Kong	Feb 2027	To deepen students' understanding of Economics through advanced problem-solving and competition-based learning; to nurture analytical thinking, perseverance, academic aspiration and the ability to apply economic reasoning to unfamiliar contexts.	S4-6, 40	2	0	0	$9,000.00		A2 Intellectual Development		B6 Written report and record	
13	Hong Kong Industrial Transformation Investigation Tour (Economic Development and Industry Field Study)	Nov 2026	To investigate Hong Kong's industrial transformation through field observation and inquiry, enabling students to connect real-world evidence with concepts such as production, structural change, productivity, competitiveness and economic development.	S5, 62	3	0	0	$1,500.00		A5 Career-related Experiences		B1 Questionnaire	
14	HKMA Financial Education Visit (Monetary System and Financial Literacy)	Oct 2026 - Nov 2026	To enhance students' understanding of Hong Kong's monetary and financial system through an authentic institutional visit, with emphasis on the functions of the HKMA, monetary stability, the exchange rate system and financial literacy.	S5-6, 120	2	0	0	$1,500.00		A9 Others	National security	B1 Questionnaire	
15	Business Environment Activities	05 Jul 2027	To develop students' practical financial literacy and business decision-making skills through hands-on, real-world application.	S4-5, 50	2	0	0	$1,000.00		A5 Career-related Experiences		B5 Observation	
16	Programmes for students' well-being	10 Jul 2027	To build students' emotional resilience and coping strategies so they can navigate academic stress and personal challenges effectively.	S1-6, 240	8	0	0	$19,500.00		A8 Student Mental Health		B5 Observation	
17	Experiential Learning (F.1 Famine Lunch)	10 Mar 2027	1.provide an opportunity for Ss to experience material inadequacy, so as to appreciate what they possess with gratitude 2.open their eyes to see the needy around in the society 3.foster empathy for the poor	S1-6, 152	20	1	0	$3,000.00		A1 Values Education, A9 Others	Religious experience	B1 Questionnaire	
18	LWL Day Pilgrimage	19 Mar 2027	To relate the pilgrimage to the school-based curriculum, as an extension of learning & experiential learning	S3-4, 133	5	0	0	$12,000.00		A1 Values Education, A9 Others	Religious experience	B1 Questionnaire	
19	Student activites (e.g. Faith Sharing Groups/ Lunch Meetings, talks)	Oct 2026 - May 2027	Religious formation	S1-6, 25	2	0	0	$7,000.00		A1 Values Education, A9 Others	Religious experience	B1 Questionnaire	

No.	Name and Description of the Activity	Proposed Date	Objective(s) of the Activity	Target & Estimated Number of Participants (Fill in the estimated number of participants of each type; please indicate "0" if a particular type is not involved)				Estimated Expenses ($)	Name(s) of Mainland sister school(s) (If sister school exchange activity is involved)	Category of the Activity^		Evaluation Method^	
				Students (Please specify levels and number)	Teachers	School Manage-ment	Others (Please specify target and number)			(Select one or more suitable option(s) from the pull-down list)	(If "A9 Others" is chosen, please provide details in this column)	(Select one or more suitable option(s) from the pull-down list)	(If "B7 Others" is chosen, please
20	Peer Counsellor Scheme and Growth Group Scheme	12 Jul 2027	To equip peer leaders with active listening and support skills to foster a safe, inclusive, and emotionally supportive school culture.	S1-5, 50	2	0	SSW, 2	$45,000.00		A8 Student Mental Health		B6 Written report and record	
21	Student activities (analytical chemistry challenges)	Apr 2027	To enhance students' interest in learning chemistry related to real life example	S4-5, 20	1	0	0	$1,000.00		A2 Intellectual Development		B5 Observation	
22	Student activities (Bio)	Whole year	to raise students' awareness and interests of Biology	S3-5, 200	2	0	0	$3,000.00		A2 Intellectual Development		B5 Observation	
23	Experiential Learning Camp (Bio)	13-15 Jul 2027	To allow students to have more hands on experience in field studies	S5, 32	2	0	0	$20,000.00		A2 Intellectual Development		B1 Questionnaire	
24	HKSMSA – Entry fees (for S1 Set 1 & prize receivers)	Sep 2026	To enhance their language proficiency, build self-confidence, and showcase their talents on a competitive public platform	S1-6, 150	5	0	0	$1,000.00		A4 Physical and Aesthetic Development		B6 Written report and record	
25	MFS Singing Contest	Sep 2026	To develop participants' vocal skills, stage presence, and confidence while providing a platform to showcase their talents through friendly competition.	Whole School	1	0	0	$1,750.00		A4 Physical and Aesthetic Development		B6 Written report and record	
26	Instrumental Training Courses - Pop Band	Sep 2026	To develop participants' instrumental skills, teamwork, and confidence through practical pop band training and performance.	S1-6, 15	1	0	0	$35,000.00		A4 Physical and Aesthetic Development		B6 Written report and record	
27	Instrumental Training courses for Wind Orchestra - Woodwind & Brass Instruments	Sep 2026	To develop participants' woodwind and brass performance skills, ensemble coordination, and musical confidence through practical wind orchestra training.	S1-6, 37	1	0	0	$50,000.00		A4 Physical and Aesthetic Development		B6 Written report and record	
28	Instrumental Training courses for Pop Ensemble	Sep 2026	To develop participants' guitar, percussion and saxophone performance skills, ensemble coordination, and musical confidence through practical pop ensemble training.	S1-6, 46	1	0	0	$50,000.00		A4 Physical and Aesthetic Development		B6 Written report and record	
29	Aesthetic development activities	03 Jun 2027	To enhance students' musical experiences and foster a vibrant musical atmosphere within the school by exploring their musical interests and supporting holistic development.	Whole school	1	0	0	$3,500.00		A4 Physical and Aesthetic Development		B5 Observation	

No.	Name and Description of the Activity	Proposed Date	Objective(s) of the Activity	Target & Estimated Number of Participants (Fill in the estimated number of participants of each type; please indicate "0" if a particular type is not involved)				Estimated Expenses ($)	Name(s) of Mainland sister school(s) (If sister school exchange activity is involved)	Category of the Activity^		Evaluation Method^	
				Students (Please specify levels and number)	Teachers	School Manage-ment	Others (Please specify target and number)			(Select one or more suitable option(s) from the pull-down list)	(If "A9 Others" is chosen, please provide details in this column)	(Select one or more suitable option(s) from the pull-down list)	(If "B7 Others" is chosen, please
30	Athletics Training Course: Venue Booking Fee, Coach Fee, Friendly match, Inter School Competition, Equipment, Transportation	Sep 26 - Aug 27	To raise the standard of sports performance among students, identify students with athletic potential for further training, and help develop good qualities such as self-confidence, perseverance, and team spirit.	S1-6, 100	3	0	0	$9,000.00		A4 Physical and Aesthetic Development		B1 Questionnaire	
31	Rope Skipping Training Course: Venue Booking Fee, Coach Fee, Friendly match, Inter School Competition, Equipment, Transportation	Sep 26 - Aug 27	To promote regular participation in sports, develop students' physical fitness, foster a healthy and active lifestyle, and nurture a sporting culture within schools.	S1-6, 120	3	0	0	$5,000.00		A4 Physical and Aesthetic Development		B1 Questionnaire	
32	F1 Cheerleading Training Programme	Sep 26 - Oct 26	Contribute to students' mental well-being and social development by encouraging cooperation and interpersonal relationships.	S1-6, 200	3	0	0	$15,000.00		A4 Physical and Aesthetic Development		B1 Questionnaire	
33	S6 Lido Beach Field Trip (Ho Koon Centre)	07 Sep 2026	S6 students will actively conduct coastal measurements and analyze real-world data at Lido Beach, gaining hands-on field experience to master the practical inquiry skills.	S6, 21	1	0	0	$3,000.00		A2 Intellectual Development		B5 Observation	
34	S4 / S5 Field Trip (Ho Koon Centre)	Apr 2027	S4/S5 students will learn by doing, using professional field equipment to investigate local ecosystems, solve real-world scientific problems, and build essential teamwork skills through active outdoor exploration.	S5, 50	1	0	0	$7,000.00		A2 Intellectual Development		B5 Observation	
35	Talk on Hong Kong Farming	15 Feb 2027	To learn more about food production	S5, 25	1	0	0	$1,000.00		A2 Intellectual Development		B5 Observation	
36	Life Planning Activities	30 Jun 2027	To provide opportunities for students to explore various career paths, discover their own strengths and interests, and make realistic career choices.	S4-5, 200	8	0	0	$11,000.00		A5 Career-related Experiences		B1 Questionnaire	
37	History activities	07 May 2027	Arouse interest and building class ethos	S1-2, 240	2	0	0	$500.00		A2 Intellectual Development		B5 Observation	
38	Hong Kong Histroical Study Tour	Feb-Mar 2027	To explore historical heritage and appreciate culture	S4-5, 30	2	0	0	$1,500.00		A2 Intellectual Development		B1 Questionnaire	
39	Fun Science Investigation	Nov 2026 - July 2027	To promote student's interest in Science inverstigation	S5-6, 120	1	0	0	$2,000.00		A2 Intellectual Development		B5 Observation	
40	Student activities e.g. mirco:bit (STREAM)	Feb 27 - May 27	To equip F2 students using Python to code micro:bit for applying the skillls in daily application	S2, 130	4	0	0	$10,000.00		A7 Digital Education, Artificial Intelligence and STEAM		B1 Questionnaire	

No.	Name and Description of the Activity	Proposed Date	Objective(s) of the Activity	Target & Estimated Number of Participants (Fill in the estimated number of participants of each type; please indicate "0" if a particular type is not involved)				Estimated Expenses ($)	Name(s) of Mainland sister school(s) (If sister school exchange activity is involved)	Category of the Activity^		Evaluation Method^	
				Students (Please specify levels and number)	Teachers	School Management	Others (Please specify target and number)			(Select one or more suitable option(s) from the pull-down list)	(If "A9 Others" is chosen, please provide details in this column)	(Select one or more suitable option(s) from the pull-down list)	(If "B7 Others" is chosen, please
41	S1 AI programming Course	Nov 26- Mar 27	To stimulus students' interset in the development in STREAM education	S1, 130	4	0	0	$25,000.00		A7 Digital Education, Artificial Intelligence and STEAM		B1 Questionnaire	
42	S1 Mirco bit Course	Nov 26- Mar 27	To stimulus students' interset in the development in STREAM education	S1, 130	4	0	0	$25,000.00		A7 Digital Education, Artificial Intelligence and STEAM		B1 Questionnaire	
43	External Physics competition	Sep 26-Jul 27	To enhance students' problem solving skills through the application of Science and Physics knowledge	S3-5, 20	2	0	0	$1,000.00		A7 Digital Education, Artificial Intelligence and STEAM		B1 Questionnaire	
44	Student Activities (Experiential Learning & Mathematical Modelling)	Mar 2027	Enhancing students' interest in mathematics via real life applications	S1-5, 50	3	0	0	$2,000.00		A2 Intellectual Development, A1 Values Education		B5 Observation	
45	Junior-form Math Logic Training Programme	Jul 2027	Enhancing students' logical thinking through interactive workshops	S1, 120	5	0	0	$10,000.00		A2 Intellectual Development, A1 Values Education		B1 Questionnaire, B5 Observation	
46	Math Olympiad Programme (S.1-3)	Nov 2026 - Apr 2027	Enhancing students high-order thinking; Widen students' horizon by participating in external competitions	S1, 18, S2-3, 18	3	0	0	$26,000.00		A2 Intellectual Development		B1 Questionnaire, B5 Observation, B6 Written report	
47	Ping Shan Cultural and Heritage Tour	19 Nov 2026	To appreciate traditional Chinese architecture and local clan history by exploring the deep-rooted heritage of the Tang Clan in the New Territories	F4, 132	5	0	0	$13,000.00		A6 Patriotic Education		B1 Questionnaire	
48	Sha Tau Kok Exploration Tou	01 Jul 2027	To experience the unique blend of Hakka culture, traditional fishing village customs, and regional history through direct engagement with heritage landmarks, local storytellers, and neighborhood architecture	S4, 132	5	0	0	$18,000.00		A6 Patriotic Education		B1 Questionnaire	
49	CS Mainland Study Tour	Dec 2026	To support the students' Independent Enquiry Study in the tour	S5, 132	12	0	0	$500.00		A6 Patriotic Education		B5 Observation	
50	校園電視台培訓課程	Apr 2027	Thoroughly prepare students for microcomputer competitions to foster their interest in photography and videography.	S1-5, 50	2	0	0	$10,000.00		A7 Digital Education, Artificial Intelligence		B1 Questionnaire	
51						0	0	$10,000.00		A7 Digital Education, Artificial Intelligence		B1 Questionnaire	
52	微電影比賽拍攝道具					0	0	$3,000.00		A7 Digital Education, Artificial Intelligence		B1 Questionnaire	
53						0	0	$3,000.00		A7 Digital Education, Artificial Intelligence		B1 Questionnaire	
54	National Security Education Day Exhibition and Game Booth	Apr 2027	Raise students' awareness of national security.	Whole school	2	0	0	$5,000.00		A1 Values Education		B1 Questionnaire	
55	Talks on Sex Education	1st term - 2nd term	Enhance students' sex education knowledge and cultivate healthy, respectful attitudes toward gender relations.	Whole school	2	0	0	$12,000.00		A1 Values Education		B1 Questionnaire	

No.	Name and Description of the Activity	Proposed Date	Objective(s) of the Activity	Target & Estimated Number of Participants (Fill in the estimated number of participants of each type; please indicate "0" if a particular type is not involved)				Estimated Expenses ($)	Name(s) of Mainland sister school(s) (If sister school exchange activity is involved)	Category of the Activity^		Evaluation Method^	
				Students (Please specify levels and number)	Teachers	School Manage-ment	Others (Please specify target and number)			(Select one or more suitable option(s) from the pull-down list)	(If "A9 Others" is chosen, please provide details in this column)	(Select one or more suitable option(s) from the pull-down list)	(If "B7 Others" is chosen, please
56	S2 Highlighted Program (真人圖書館)	09 Apr 2027	Engage students through service-learning to deepen their concern for society, cultivate empathy, and encourage contributions to the community.	S2, 132	2	0	0	$25,000.00		A3 Community Service		B1 Questionnaire	
57	S4 Leadership Initiative Program	Apr 2027	Engage students through service-learning to deepen their concern for society, cultivate empathy, and encourage contributions to the community.	S4, 132	8	0	0	$25,000.00		A3 Community Service		B1 Questionnaire	
58	Volunteer Service Team	Mar 2027	Engage students through service-learning to deepen their concern for society, cultivate empathy, and encourage contributions to the community.	S1-5, 30	2	0	0	$8,000.00		A3 Community Service		B1 Questionnaire	
59	F5 Cherring Camp	Jul 2027	To fully equip students with the capacity and morale to face the HKDSE, this program provides F.5 students with a memorable milestone to reflect on their predicted grades and align them with university and career admission requirements. Through targeted leadership training and peer team-building, the event aims to cheer students up and build a supportive community as they embark on their final examination preparation journey together.	S5, 132	10	1	SSW, 2	$40,000.00		A8 Student Mental Health		B1 Questionnaire	
60	Visit to Art Museum	Apr 2027	The transportation of the outing of M+ Visit and the award ceremony of some competitions.	S1-2, 50	4	0	0	$4,000.00		A4 Physical and Aesthetic Development		B5 Observation	
61	OLE Arts Education Workshop	May 2027	To nuture the sense of arts of students. To explpre different form of visual arts and to raise their interests	S1, 132, S2, 132	4	0	0	$5,000.00		A4 Physical and Aesthetic Development		B1 Questionnaire	
(Please insert rows above if the space provided is insufficient.)													
							Total estimated expenses of item 1.1	$842,100.00					
1.2	Non-local Activities												
1	Chinese History Cultural Tour	Jul 2027	To transition history from "words on a page" to "lived experience." By allowing students to stand where history happened and touch the physical remnants of the past, the tour aims to cultivate historical empathy, develop critical source-analysis skills, and foster a deep, genuine appreciation for Chinese cultural heritage.	S4-5, 60	2	0	0	5,000.00		A1 Values Education		B1 Questionnaire	

No.	Name and Description of the Activity	Proposed Date	Objective(s) of the Activity	Target & Estimated Number of Participants (Fill in the estimated number of participants of each type; please indicate "0" if a particular type is not involved)				Estimated Expenses ($)	Name(s) of Mainland sister school(s) (If sister school exchange activity is involved)	Category of the Activity^		Evaluation Method^	
				Students (Please specify levels and number)	Teachers	School Manage-ment	Others (Please specify target and number)			(Select one or more suitable option(s) from the pull-down list)	(If "A9 Others" is chosen, please provide details in this column)	(Select one or more suitable option(s) from the pull-down list)	(If "B7 Others" is chosen, please
2	Economics, Business and Entrepreneurship Overseas Study Tour (Global Economic and Experiential Learning)	Jul 2027	To broaden students' global perspectives through overseas experiential learning; to compare economic systems, business practices and cultural contexts; and to apply Economics concepts through observation, inquiry, reflection and collaborative learning beyond the classroom.	S4-5, 20	2	0	0	100,000.00		A5 Career-related Experiences		B4 Interview	
3	薪火相傳及姊妹學校交流費用	Mar 2027	Broaden student horizons; Foster bonds with sister schools	S1-3, 360	3	1	0	28,000.00	廣州碧桂園學校	A6 Patriotic Education		B1 Questionnaire	
4	Mainland/ Overseas sports team training camp (Basketball, Football, Table Tennis, Badminton)	Jun 27 - Jul 27	•Equipping students with basic skills in selected sports. •Motivating students to participate in regular physical activities and develop an active lifestyle. •Enhancing students' physical fitness and contributing to their overall health. •Helping students realize the benefits of exercise and health maintenance. •Promoting the values of fair play, sportsmanship, and a positive attitude toward sports participation. •Developing students' generic skills such as communication, teamwork, self-management, leadership, and responsibility. •Encouraging students to appreciate sports as both participants and spectators, fostering a sporting culture on school campuses.	S1-6, 60	3	0	0	$100,000.00		A4 Physical and Aesthetic Development		B1 Questionnaire	
5	English Learning Overseas Trip	Jul 2027	To enhance authentic language acquisition and independence	S1-5, 20	2	0	0	50,000.00		A2 Intellectual Development		B1 Questionnaire	
(Please insert rows above if the space provided is insufficient.)													
							Total estimated expenses of item 1.2	$283,000.00					
							Total estimated expenses (sum of items 1.1 and 1.2)	$1,125,100.00					

Name of Teacher Responsible for Life-wide Learning:	Ms. Li Shun Wah	Position:	Vice Principal
Name of Teacher Responsible for the Sister School Scheme:	Ms. Lam Yee Ki	Position:	SGM, Panel Head of the Chinese Dep

Maryknoll Fathers' School
Plan on the Use of the Promotion of Reading Grant
2026-2027 School Year

The major objectives of promoting reading: (e.g. creating a reading culture)

(1) To cultivate a reading atmosphere and foster a reading culture on campus.

(2) To strengthen students' reading skills through learning across curriculum.

(3) To encourage students to read more and develop their reading habits.

	Item*	Estimated Expenses ($)
1.	Purchase of Books	23,000
	☑ Printed books	
	☑ e-Books	
2.	Web-based Reading Schemes	25,000
	☑ eRead Scheme	
	☑ Other scheme: SJRC Reading Platform (金閱閣)	
3.	Reading Activities	28,500
	☑ Hiring writers, professional storytellers, etc. to conduct talks	
	☑ Hire of service from external service providers to organise learning activities related to the promotion of reading	
	☑ Paying the application fees for students to participate in reading activities and competitions	
	☑ Subsidising students to participate in or apply for fee-charging reading related activities or courses	
4.	Others: ☑ Provide convenient borrowing services at the school library.	6,000

* Please tick the appropriate boxes or provide details.

Maryknoll Fathers' School

Plan on the Use of the One-off Grant on Parent Education (Secondary) 2026-2027

A. Objectives

1. To foster home-school cooperation, strengthen the partnership between parents and the school, and enhance parents' sense of involvement and belonging.
2. To promote parent education and assist parents in acquiring the essential knowledge and skills required for different stages of their children's development, thereby enhancing parenting efficacy.
3. To help parents understand the characteristics of adolescent development, fostering their children's healthy, happy, and balanced growth in academic, psychological, and social domains.
4. To support parents in maintaining physical and mental well-being, alleviating parenting stress, and enhancing overall family well-being.

B. Activity plan

Date	Activity Name	Objectives	Budget (HKD)
20 Feb 2027	Parent's Day Booths	To foster a relaxed and positive atmosphere for parents and children in preparation for exam results through engaging booth activities. To provide parents with practical information on adolescent mental health, academic guidance, and family education through a variety of informational booths, thereby increasing their awareness of their children's developmental needs.	$20,000
Jun 2027	Parent-Child Half-Day Camp	To improve communication skills between parents and children and promote harmonious family relationships through a series of interactive activities. To equip parents with practical communication strategies for resolving conflicts and addressing challenges.	$13,600

Maryknoll Fathers' School

Plan for the use of the Project of Consolidated Home-School Co-operation Activities Grant

A. Basic information

Department	Consolidated Home-School Co-operation Activities Grant
Academic year	2026 – 2027
Staff in-charged	Ms Yip Tak Nam

B. Project details

Part I: Furniture and Equipment

Item No.	Item	Aim	Students benefited	Estimated Amount ($)	Source of funding
1	Acquiring and cultivating digital education and learning equipment: Electronic whiteboards	Cultivating digital education and learning	Whole school	5,000	Committee on Home-Sch Co-op Proj Gr. A/C
2	Ballot boxes and stationery	Ballot boxes and stationery for the Parent-Teacher Association Parent Committee election	Whole school	7,000	Committee on Home-Sch Co-op Proj Gr. A/C
			Total	12,000	

Part II: Procurement of activities

Item No.	Item	Aim	Students benefited	Estimated Amount ($)	Source of funding
1	Spring Excursion、Parent-Child Activities	Provide two activities that enable the school, parents, and children to engage in parent-child activities, fostering relationships among all three parties.	60 parents, students and teachers	10,000	Committee on Home-Sch Co-op Proj Gr. A/C
2	PTA Newsletter	Provide a channel for the school and parents to learn about the activities of the Parent-Teacher Association (PTA).	Whole school	4,000	Committee on Home-Sch Co-op Proj Gr. A/C
			Total	14,000	

Part III:

Budget summary of the project

Sources of government grant	Total Expenditure ($)
A1101 Committee on Home-Sch Co-op Proj Gr. A/C	26,000
Total	26,000

One-off Grant for Promotion of Sports Ambience and MVPA60 Plan

Items	Details & Justification	Timeline	Expenditure/Budget
Mainland Sports Training Camp	An immersive training experience for student-athletes, covering transportation, professional coaching, venue rental, accommodation, and insurance.	2025-2026	$20,800
Health Fitness Equipment	Purchase of smaller equipment to enhance students' overall physical fitness.	2025-2026	$1,700
E - Sports System:	A platform to store school records, track student physical fitness data in iPortfolios, and generate AI-driven recommendation letters for athletic scholarships. This is a strategic investment in long-term student development.	2026-2027	$38,500
Inter Class Dodgeball Competition	Organizes a school-wide tournament to foster sportsmanship and school spirit. The budget includes equipment, medals, and referee fees. A "Champions vs. Teachers" match will be held to strengthen community bonds.	2026-2027	$15,000
Swimming Team Training Course	Provides professional coaching and facility access for the school swimming team. The budget covers coach fees, venue bookings, and safety equipment.	2026-2027	$9,000
Parent-Alumni-Student Sports Day	An event to engage the wider school community. The budget covers equipment, medals, venue fees, and first aid.	2026-2027	$5,000
Subtotal:			$90,000